

DOCUMENT RESUME

ED 332 760

JC 910 280

AUTHOR Williams, John; Noel, Karen
TITLE A Qualitative Assessment: Community College
Administrator Opinions Concerning Their Choice of
Employment Location.
PUB DATE 6 Apr 91
NOTE 21p.; Paper presented at the American Educational
Research Association Annual Meeting (72nd, Chicago,
IL, April 3-7, 1991).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference
Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrator
Characteristics; *Administrators; *College Choice;
Community Colleges; Doctoral Degrees; *Education Work
Relationship; *Employment Opportunities; *Job
Satisfaction; School Surveys; Selection; Two Year
Colleges
IDENTIFIERS Employment Location

ABSTRACT

In April 1990, a survey was conducted of 3,800 two-year college administrators nationwide to ascertain the factors influencing their choice of location for administrative positions both before and after they received their doctoral degrees. The survey instrument consisted of 13 close-ended questions and one open-ended question. Over 80% of the administrators surveyed returned completed questionnaires. Responses to the open-ended questions were compiled and analyzed for the content and frequency of occurrence of opinions and keywords. Study findings included the following: (1) 70% of the total line-space in the open-ended section addressed issues of education, 38% included a discussion of career issues, and 10% reflected concerns about job location; (2) in the open-ended section, positive commentaries regarding the benefits of doctoral education outweighed negative commentaries by a ratio of more than 8 to 1; (3) the majority of respondents felt that "geographic location" played a major role in the personal decision-making with regard to place of employment; (4) among the issues discussed as moderating variables affecting choices of employment and training location were fiscal constraints, academic issues, job availability, work experience, ethnicity, political conditions, and family issues; and (5) in the opinion of most administrators, the location of institutions granting doctorates to two-year college administrators is a limiting factor in the subsequent choice of employment location. Summaries of open-ended responses regarding location and positive and negative moderators, and key-word frequency tables are appended. (PAA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

A Qualitative Assessment

Community College Administrator
Opinions Concerning Their
Choice of Employment Location

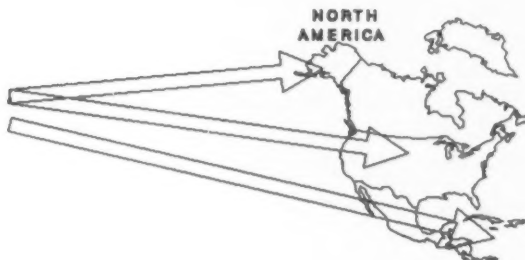
John Williams, Virginia Tech
Karen Noel, Isothermal Community College

March 30, 1991

Ph.D.



?



Presented to:
American Educational Research Association
Annual Meeting

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. M. Williams

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Chicago, Illinois
April 6, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

A Qualitative Assessment of Community College Administrator Opinions Concerning Their Choice of Employment Location

Objectives

Opinions from current two-year college administrators were collected regarding the factors they thought influenced their choice of location for administrative positions before and after their achievement of a doctoral degree as part of a nationwide survey of pre-doctoral and post-doctoral two-year college administrator employment patterns (Noel, 1991). Qualitative assessment was applied to opinion survey data to identify the factors concerning location of education and employment opportunities which most often affected a structural model of academic labor markets.

Background and Theory

Education and employment location choices of community college administrators have significant impacts on the management of higher education programs. If administrator employment choices are limited within states or nearby geographic regions, a degree of sociological and institutional insularity may develop within education programs leading to doctoral degrees for administrators and in the overall management style employed in community colleges. On the other hand, if community college administrators move freely in an open labor market, a more "nationwide" or "universal" perspective may develop in community college administration.

Various models have been proposed to account for factors affecting academic labor markets and ascertain the degree of fit of demographic trends in regional employment markets to the models (Youn, 1988). Among the models tested by quantitative techniques is one called Structural Perspectives. Criteria operating in the structural perspective model of academic labor markets are career lines, entry levels and level and timing of education (Structural perspectives).

Current research in the field of academic employment markets for college administrators has focused on structural aspects (Moore, Twombly and Martorana, 1985) and (Twombly, 1988), job and wage competition (Twombly, 1986) and geographic location (Clark, 1988). Of these studies, geographic location emerged as the strongest determinant of post-masters graduate employment choice.

Higher education doctorate programs provide professional development training for the academic job market. In 1974, Dressel and Mayhew suggested that doctoral programs prepared community college administrators with a regional perspective and could be expected to serve regional labor markets. Recent attempts to verify this typological model have failed to quantify the relationship between doctoral programs and regional or national recruitment patterns for college administrators (Crosson and Nelson, 1988).

Crosson and Nelson (1988) called for additional research into college administrator education program structure and its effects on employment choice patterns. They specifically recommended the addition of qualitative assessment to add data from administrators with doctorates already in the work force. This study adds administrator outlook through direct solicitation of their opinions regarding choice of employment location with an open-ended survey question, following the suggestion of Dillman (1978).

This study attempts to describe the structural aspects of one current academic labor market from the perspective of two-year college administrators. Their experiences and choice criteria may well serve to further clarify whether academic labor markets are primarily regional or national.

Methods of Study

"Doctoral Education and Regional Employment Patterns: A National Study of Today's Two-Year College Administrators" was designed by Noel (1991) of Virginia Tech and distributed to 3800 two-year college administrators in April 1990. Administrators were asked to answer questions regarding pre-doctoral and post-doctoral employment and education location choices.

Thirteen close-ended questions were followed by one open-ended question asking the administrators to discuss anything additional they thought concerned the relationship between doctoral education and the location of pre-doctoral and post-doctoral employment in the careers of today's two-year college administrators. They were offered space to write a single paragraph response.

Over 80% of the administrators surveyed returned complete surveys. Responses to the thirteen close-ended questions were analyzed for descriptive and inferential patterns by Noel, (1990). Over 640 responses to the open-ended question were compiled and categorized on AskSam(tm) database management software and analyzed for the content and frequency of occurrence of common opinions regarding pre-doctoral and post-doctoral education and employment location patterns.

Content analysis followed the guidelines of Kerlinger, (1986), Weber (1990) and Patton, (1980) where the universe of interest was focused on the themes Doctorate, Education, College, Career, Employment, Location, Position, Community, and Administration. The units of analysis chosen were syllables, words, sentences and full paragraphs. Roget's Thesaurus (1962) was used to generate additional search and synthesis terms related to the primary terms used on the survey question. Counts of occurrence of primary and secondary terms were made and compiled into topical keyword-in context "data dictionaries".

To assess reliability of the coding scheme used in this study, a second researcher was given a randomly selected 1% subset of the response data set and asked to categorize themes in the responses. These categories were then ranked by the frequency of occurrence of words supporting the major themes. Ranks from the primary and secondary researchers were compared to see if differences between the two coding schemes existed.

Opinions on each thematic topic were collated by sentence structure and aggregated into three consensus statement categories by the researcher. These were: LOCATION, MODERATOR and PERSONAL. Aggregated topic statements were then cross-analyzed with all other topics for identification of new commonalities and divergences of opinion. A final statement form was then generated from the original opinions and compiled to form conventional sentence and paragraph structures (as if the respondents had written a topical report) The compiled responses under each category are in Appendix One.

This step reduced aggregate topic categories to two: LOCATION statements and MODERATOR statements. Personal variables cited in the responses could be logically attached to other moderators of an impersonal nature. The qualitative consensus was then compared with the quantitative analytical results of Noel, (1990) and the structural perspectives academic market model of Youn (1988).

Data

Data for design and distribution of the survey came from the Higher Education Directory (HEP,1990). This supplied mailing and demographic data on respondents. Survey responses were collected and added to the original database for thirteen close-ended questions. Text data from the open-ended response were loaded on a word processor database and transferred to AskSam(tm) software for analysis.

Results

Sixty-five keywords were derived from primary analysis of the sample responses. Over 200 additional secondary and related terms were discovered after thesaurus expansion of the original data dictionary. Duplicate concepts in the keywords were merged into a finalized data dictionary set, presented in Appendix Two.

Table 1 below shows the percentage of primary keywords from the original questionnaire grouped under major themes for the survey. Major themes center around educational programs, career goals and constraints, and geographic choice factors defined as "location". The reliability of the coding scheme used in this study is evidenced by a comparison of the ranks assigned to the major themes in Table 1 by two independent researchers using the respondent data base. Both coders ranked the top three themes,

education, career and location, in exactly the same order.

Respondents offered many comments on their general philosophy of education, quality of doctoral education programs and other topics not salient to the location issue. These were not included in this analysis. Of those comments directed at the location issue, respondents tended to reflect generally upon the factor of "location" in their experience with pre-doctoral employment, doctoral program location, and post-doctoral employment.

TABLE 1.
Relative Occurrence of Primary Keywords in Survey Responses

<u>Major Theme</u>	<u>Word Frequency</u>	<u>Percent of Total* Lines</u>
Community College	390	27.6%
Location	137	9.7%
Career	541	38.4%
Administration	123	8.7%
Doctoral	465	32.9%

*Total Lines in respondent answers approximately 1410. Frequencies total more than 100% due to word combinations in sentences.

Most of the respondents' opinions focused on the topics of Education (about 70%), Career (about 38%), and Location (about 10%). Positive commentaries regarding the benefits of doctorate education to two-year administrators outweighed negative commentaries by a more than 8 to 1 ratio. Most respondents indicated that the doctorate degree was critical to their employment in general as an administrator.

The majority of respondents also felt that location played a major role in their personal decision-making with regard to location of employment. A few suggested that location played a minor role, compared to the over-riding criteria of personal choice. Of those supporting the importance of geographic location, the majority suggested that community college administrators indeed remain close to "home" throughout their careers, particularly if doctoral education and appropriate employment lie within the "home area" defined by each respondent.

Most respondents also seemed to consider their home area to be within a metropolitan district, county, or state jurisdiction. Relatively fewer seemed to discuss larger areas like "southeast" or "west", in comments about geographic limits to their employment searching. As found by Noel (1990), in the quantitative measures of these respondents' employment mobility, their qualitative responses support a model that limits community college administrators to a relatively small geographic home area.

Respondents also discussed a number of moderating variables which affected their choice of employment and training location. Chief among those discussed were fiscal constraints, academic issues surrounding training programs, opportunities for employment, employment experience, ethnicity, peer relationships, employment conditions, political conditions, time constraints, family issues and the effects of employment recruitment.

Significance of the Findings

Location was cited as the primary limiting factor for choice of education and employment sites by the majority of respondents. They noted that the associated factors of family, experience, fiscal issues, peer relationships, and even time itself added to the restriction of their location choices. This result is corroborated in quantitative analytical results showing a majority of administrators being regionally distributed pre-doctoral and post-doctoral, with regard to employment (Noel, 1991).

This qualitative analysis supports the structural aspects model of academic markets explored by Clark (1988) and Twombly (1988). The location of educational institutions granting doctorates to two-year college administrators is, in the opinion of the administrators, a limiting factor in their subsequent choice of employment location.

Finally, the pictures of frustration and worried constraint painted by the comments of community college administrators in this survey (See Appendix One) illustrate both the structural aspects of the employment market for individuals and the limiting effects such constraining variables have on the outlook for broadening the scope and impact of community college education. Future research should now focus on methods and programs that might release potential administrators from the most severe and undesirable of the identified constraints (e.g., family, fiscal, demographic variables) affecting the location of educational institution programs and employment for community college administrators.

References

- Clark, B.C. (1988). The inter-institutional movement of two-year college administrators (Doctoral dissertation, The Pennsylvania State University, 1988). Dissertation Abstracts, International 49(09), 2550A-2551A.
- Crosson, P.H. and G.M. Nelson (1986). A profile of higher education doctoral programs. The Review of Higher Education, 9(3), 335-357.
- Dillman, D.A. (1978). Mail and telephone surveys: Total design method. New York: John Wiley and Sons.
- Dressel, P.L. and L.B. Mayhew (1974). Internal labor markets and manpower analysis. Lexington, MA.: Heath Lexington Books.
- HEP 90: Higher education directory. (1990). Falls Church, Va: Higher education publications, inc.
- Kerlinger, F.N. (1986). Foundations of behavioral research. New York: Holt, Rinehart and Winston.
- Moore, K.M., S.B. Twombly and S.V. Martorana. (1985). Today's academic leaders: A national study of administrators in two-year colleges. University Park, PA.: Center for the study of higher education.
- Morehead, A.H. (1962). The New American Roget's College Thesaurus in dictionary form. New York: New American Library, Inc.
- Noel, K. (1991). Community college-higher education doctorates in the two-year college administrative labor market: A national study with regional analysis. Unpublished dissertation, Blacksburg, VA.: Virginia Tech.
- Patton, M.Q. (1980). Qualitative evaluation methods. Beverly Hills, CA.: Sage Publications.
- Twombly, S.B. (1988). Administrative labor markets: A test of the existence of internal labor markets in two-year colleges. Journal of Higher Education, 59(6): 668-689.
- Twombly, S.B. (1986). Boundaries of an administrative labor market. Community College Review, 13(4): 34-44.
- Weber, R.P. (1990). Basic content analysis. Beverly Hills, CA.: Sage Publications.
- Youn, T.I.K. (1988). Studies of academic markets and careers: An historical review. In, D.W. Breneman and T.I.K. Youn (eds.), Academic labor markets and careers. (pp 8-27). New York: Falmer Press.

Appendix 1

Respondent Discussion of Location Variables and Effects

The researcher extracted individual responses from the data base and compiled them under common topic headings below. He added words (**in bold**) to keep the responses in context and organized in single paragraphs. Other than these few additions (less than 10%), the remarks below are drawn from respondents. Direct quotations to highlight concepts are in quotation marks ". The original response data set is available in electronic form on diskette by request to the author.

I. Location

The correlation between doctoral program location and location of pre-doctoral and post-doctoral employment, if one exists, is between "home area" and graduate studies and, therefore, between those factors and the geographical area of job searches. From some observations, most people tend to remain in the geographical region (if not the same state) where they earn their doctorate. This is particularly true if (1) they earned their doctorate while employed--as opposed to full-time graduate work without employment and (2) if they were originally from or working in the same state where they pursued their graduate degree.

Pre and post doctoral employment generally occurs without a change in the place of employment. In many instances, opportunities within the institution are what motivate enrollment in doctoral programs. Location of employment is primarily a function of personal choice rather than doctoral education.

Some wonder if there is any relationship due to National Advertising, Equal Opportunity, Affirmative Action guidelines, and due to geographic mobility. Perhaps cost of living. In most cases it is necessary to relocate in order to achieve career advancement.

A few individuals were of the opinion that doctoral education has little or no effect on employment location.

"The Ph.D. degree did not have any influence of my selecting employment at a community college. It was purely coincidental, since the position was of interest to me; however, I could have just as well selected to work for a 4-year college or university." "For me, no significant relationship. "There is absolutely no articulation, relationship or effort to connect a pre or post-doctorate candidate with employment opportunities at any college/university setting on the part of the institution. Besides the lack of support and assistance, doctoral degree demands are unreasonable, unrealistic and out of touch with the practice of the profession."

Some simply chose not to seek other locations.

Some states, like Louisiana, have never had a well-developed community college system. In others, the doctorate is only significant or necessary for employment in administration in the 2-year college when the administrative level is deanship and above.

New state laws will not permit administrators to gain tenure when they move to a new institution. This will tend to minimize risk taking and the desire to move to a new location near a promising doctoral program.

Some sought employment in strong community college states and will continue that pattern. I suspect upward career advancement would be more closely related to state-to-state migration than any other factor.

"The community college was located near where I lived so I did not have to relocate."

Others choose commuting 100 miles a day or more to work at a 2-year college so that they didn't have to move. Some went out-of-state to specialize. Some first community college positions (Director of Institutional Research) were in the same geographic area as graduate study. Some guess most doctoral studies are conducted on a commuter basis from the current job.

Of course, this may just be a particular state (like Florida), because it is such a desirable place to live. Urban University attendance generally leads to urban employment.

Others cited doctoral program location within close commuting distance and offering many courses on the community college campus where they work. More locally available programs for community college faculty to receive administrative degree would be beneficial. Other colleges either were too far from a Doctoral Degree granting institution or the local university did not have a doctoral program. The location of your doctoral program is likely to determine the region of the country you will be employed, given faculty networks, etc. Some chose a work place over other offers at Community Colleges because a University offered a Ph.D. program near them.

"An observation: It seems that most persons working in 2 yr colleges who complete doctoral degrees stay in that college or at least in that state." "I believe the location of doctoral program is directly related to the regional location of post-doc employment because of regional affiliations of doctoral program faculty." "Due to the lack of a nearby doctoral program, I had to wait until 1987 to earn an Ed.D. I became a president in 1988. Therefore, location had a major effect upon my life and career."

One needs to be flexible and go to the state or community in which a desired position is located. Upon completion of the doctorate, some move to a metropolitan area in order to be involved in starting a new college.

There seems to be a "parochial" connection between the state of "Education" and state of employment. Most Calif. administrators & faculty hold degrees from Calif. Institutions appear to grow many of their own administrators by encouraging good teachers to make the switch. The salary differential between the two groups is often the carrot. It is a mistake to seek post-doctoral employment outside the region of influence of your degree-granting institution. A UT- Austin degree carries absolutely no influence in the intermountain west.

II. Moderators-Fiscal

Having college support with sabbatical pay allowed others to attend a doctoral program. Some had been on a leave of absence from their college. Some found that they could not afford to stay in a two-year college because salaries were so much higher in public school and 4 year college administration. Some had educational leave with partial pay from the college where they worked so, of course they returned there after their course work was completed.

Recipients of reasonable stipends discontinue employment. Stipends, internships, fellowships, etc. are critical for allowing aspiring young candidates to pursue advanced degrees on a full time basis. The location of graduate studies was determined by the award of a three-year national defense act (NDEA) fellowship. The Ford Fellowship gave some the push they needed to take a leave of absence (w/o pay) to complete this beautiful goal. Sabbatical leave opportunity played a key part in decision-making for both the doctoral education and the location of both pre- and post-doctoral employment.

Teacher salary scales are so low that some could not continue teaching and adequately provide for the needs of a family.

Comm. College faculty should have plans to leave the comm. college if they will get a return on their Ph.D. investment.

Salary studies need to include (time factor) length of employment.

As long as teacher (educator) state retirement plans are not transferrable from state to state the entire 2 and 4 year systems will operate under a handicap because mobility of most educators is limited. Teaching faculty are often able to take advantage of leaves and exchange programs. More opportunities should be given to administrators.

To return to the college which employed you prior to your doctoral studies is a financial detriment to your advancement.

With benefits locking one into a system very quickly it is difficult to move. Many administrators are unwilling to move due to the lack of reciprocal or optional state retirement systems.

III. Moderators-Academic

Many who complete legitimate degrees seem to move on. Profound observation, eh? A good doctoral program will prepare the indiv. for employment in any location. The degree gave me the opportunity to move. Prepare people to function internationally, not locally (USA).

Some felt there was a high correlation between doctoral studies and success as a community college CEO. However, very little teaching of community college administration can be taken at large research universities. Additionally, doctoral education should have a greater emphasis on the two following areas for community college administrators: (1) financial/management issues, (2) MIS studies/application. But, A non-education degree is far more useful to top college administration.

"A doctorate in any field is the key to community college career advancement". "The doctoral degree enables one to aspire to top level positions in the community college sector." "Also, its necessary to intra-college respectability." "Provides upward mobility at my current employer--may open doors if I want to seek a higher level administrative position or teach adult education at the university level."

The type of doctoral program that a university offers (e.g., community college emphasis) is more important a factor than where an individual intends to pursue a career. Some felt a Ph.D. in Educ. from a university would not allow much mobility. Others think most Ed.D. grads stay in their same area of the country fairly consistently.

Others realized that, while their doctoral study was not related to the community college specifically, it did provide the basis for general administration. Doctoral study is important for community college educators so that they will be seen as competent by colleagues in four-year institutions! Today's community college administrators need experience and exposure to 4 year college and university settings in order to better develop "professionalism" in the community college ranks! The training of most community college managers is short on effective planning, assessment, marketing and resource allocation and reallocation.

American studies, because of its broad disciplinary base and its emphasis on understanding the dynamics at work in this country, makes an excellent preparation for college administration. To teach in the community college setting--what you do need are a good set of survival skills. Graduate program courses, project work and internship, better prepared some for work as chief academic officers in a community college. Class times were critical also in juggling career, school & children.

One university had an "extension" degree that allowed weekend classes in Los Angeles, summer work on campus, and meaningful "Professional Improvement Projects" done on campus with visits from supervising professor & full cooperation of a cooperating institution's president plus a dissertation.

For administrators whose doctorates are in liberal arts disciplines, a conveniently located (200 mile radius) doctoral-level graduate program would fill a great need, especially if flexible scheduling (weekends, summers) could be provided.

Frankly, at least for chief academic officers, the best preparation is probably a strong background in an academic discipline that is appropriate to the college's major curricula.

Still, others believe the doctorate was an important factor in my securing a community college position, and it has been a factor in all administrative appointments. Obtaining a doctorate from a well respected university in the community college field helps locate employment. But, residency requirements are a barrier to participation in most doctoral programs by community college administrators. It is difficult to break the community college barrier from a 4-year institution and vice-versa. Abolish the residency requirement in lieu of a structured externship for in-service practitioners. Build in an Ed.S. award enroute to the Ed.D. for all.

Some programs were enhanced by the required on campus residency. Many of our colleagues in Florida and elsewhere are earning doctorates from Nova and other colleges without the residency. Expediency is the watchword. Some are accepted in alternative residency programs. This allowed them to keep a job and complete residency requirements in a non-traditional manner.

In some cases, a post doctoral experience was related to doctoral studies--particularly dissertations. Some believe the location of doctoral program is directly related to the regional location of post-doc employment because of regional affiliations of doctoral program faculty.

Some suspect more that seek the doctorate while employed do so at institutions in-state as a result of costs and convenience. Most of these probably return to the system they came from and in most instances the same work location (initially).

For some, the doctorate appeared irrelevant, since they were employed before and after the completion of the degree at the same college. Some found that a doctoral degree in any subject does not necessarily lead to an administrative job in a community college.

"Today's doctoral studies (based on recent Ph.D.s from a number of states) are only slightly helpful in preparing individuals for community college administration". "Most degrees are only union cards as most graduate faculty know very little about the realities of college administration".
Some made an attractive career choice to a community college because it was a liberal arts college for women.

Reducing the impact of doctoral programs is administrator preference for "cheaper" masters personnel for too often than is healthy for the community college.

IV. Positive Moderators - opportunity

New college openings, opportunities to join a junior college when completing the doctorate, and experiencing promotions immediately upon graduating were cited as positive motivators for pursuit of a doctorate. It seems like more and more top level community college jobs are being handled within the state.

Not much relationship. Most people will go where opportunity exists unfortunately salaries remain low. Given the aging, changing demographics & other social, economic factors, expect an abundance of opportunity in the West--California will be attracting persons holding doctoral degrees.

V. Negative Moderators - opportunity

Some did not think that a doctoral degree enhances the opportunities for positions in community college administration.

And, although doctoral study in any field is a worthwhile endeavor, from the perspectives of intellectual stimulation and pursuit of knowledge, the absence of a career leader in community college student development programs (especially in VA) causes such efforts to be less valuable, in terms of the creation or enhancement of opportunities for advancement.

At one time, many colleges were opening and many administrators came from secondary schools. Today, that is less true and one may have to move from state to state to achieve the desired position (i.e., title). If you aspire to the presidency, you must be willing to relocate unless you are very patient and are willing to wait for the opportunity close to home.

For those employed at institutions in rural areas, opportunities for traditional graduate study are limited or non-existent. Faculty and staff at small institutions in rural areas are usually pragmatic, flexible, and gain broad experience because of the shirt-sleeves nature of work at small institutions with limited specialized staff support.

Some situations are probably not the most typical. There exists great opportunity for employment across the country, and possibilities are limited only by one's ability/willingness to relocate.

VI. Moderators- Experience

Prior experience with a community college is very helpful.
But, if your post-doctoral employment is at a 4 year college, it is difficult to move into the community college system. Many job announcements qualify "previous community college experience."
Some found community colleges wanted to hire at the masters level (at least in 1976).

"My career as an administrator did not begin until after 13 years as a college teacher".

It is important for community college administrators to be able to gain applied experience during their education.

For recent graduates of a doctoral program preparing to teach, finding a teaching/research position in a university or community college is quite difficult unless one is prepared to teach part-time. A few began working at the community college as a graduate student and stayed after completion of the Ph.D. Many Ph.D.'s at colleges have a similar experience. Absolutely essential in preparation as an administrator was a one-yr post-doc and internship in a 2 yr college.

"I strongly believe that 2-yr college administrators should have at least 5 yrs full-time employment as an instructor or similar professional position before entering administrative positions."

Some got into community college work through prior activities in government and public relations.

"I was appointed to a dean in the same community college at which I was employed prior to completing the Ph.D."

A diversity of administrative environments, not exclusively community college is helpful because of the perspective it provides. Teaching experience before earning the Ph.D. or going into admin. was very valuable! I think that experience in more than one state or country is very important. Fulbright exchanges should be used more at the doctoral study level.

VII. Negative Moderators - Experience

Knowledge and experience do not mean much in trying to become an administrator in a community college.

"It had been 6+ years since I had worked in a community college when I began applying for jobs in 1987 and for many institutions that was a mark against me."

VIII. Moderators- ethnicity

Some felt that it is difficult to get a community college position without the doctorate, unless you are from an ethnic minority. Others started and attained a Ph.D. at a venerable age because of reverse discrimination toward caucasian males.

IX. Moderators - Peers

In my case, my doctoral advisor was instrumental in assisting me in finding a teaching position (non tenure track) in what was then the community college arm of the university. Some chairpersons advise others not to leave the area.

"My journey to Virginia from Ohio was due, in large part, to the advice (recommendation) of my major professor in graduate school."

X. Moderators - Employment

Full time employment and full time enrollment in graduate education requires understanding on the part of the employer and the university. Completing a doctorate on a part-time basis is difficult because of the demands of a free-time position. It is tough to work full time and complete doctoral studies.

Some purposefully chose an area so that they could attend graduate school part-time and work full-time.

Most administrators continued in the same employment following graduation. Some would not move because they were 18 yrs into a state retirement system & because of this will not leave the state.

The University was nearby and convenient. If employment had been in a more isolated area some probably would have been unable to pursue doctoral studies. If employment is obtained immediately following the awarding of the degree, out-of-state employment is possible. There is little chance for change after working in the state.

XI. Moderators - Politics

Depends on the politics in the specific school district. Too many administrative positions are filled by political considerations.

XII. Moderator - Time

This questionnaire seems to ignore the reality of graduate education extending over many years--and the degree being awarded after the individual has left school. At age 55+ it is difficult to obtain employment at any location. Some should have completed Ed.D. earlier and found it difficult to be a viable candidate with 30+ years of experience. Believe there is more mobility in this generation. Access is important! Some would

never have earned a doctorate if they couldn't pursue it part-time. The chances of being in the national marketplace for comm. college administrative positions is more remote now than it was in the 70s. Hiring is much more parochial, less geographic mobility.

XIII. Moderators - Family

The dominant location decision in some cases was family. Others chose a university, determined by the location of employer and family. Though some had taken a sabbatical to earn residency for the doctorate, they resigned because of two-career family concerns. The move from was based upon spouse's change of job. An important factor is whether one is married and what the spouse's career plans are.

"As a married man with 4 children I had little choice but to complete my doctorate at the university close to my home." "I am location-bound w/in 50 miles because of family."

Females tend to locate in the area where their husbands are employed. If opportunities for advancement are not available within commuting distance to the husband's location, the wife is likely to stay with "dead-end" type positions. Other options were limited because of being a single parent with children who need roots & security. Some elect to remain in a state due to spouse's employment, etc.

XIV. Moderator- Recruiters

Some report being recruited because a program desired students from the entire country. The terminal degree acts as an enabling device when needing employment across state lines. As an employer, Some am much more apt to interview individuals holding a doctorate from other states than those holding lesser degrees. Advisors also helped place some upon graduation.

Appendix 2
Data Dictionary

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Community	126	district	2
		society	2
College	290		
University	42		
School	49	institution	63
		class	8
		semester	2
		day	9
		elementary	3
		primary	4
		curriculum	2
		tuition	1
		seminar	1
		senior	3
		junior	3
		collegiate	1
		faculty	30
		professor	10
		chair	12
		fellowship	8
		teacher	14
		instructor	2
		enroll	5
Campus	9		
Teaching	38	instruction	6
		guidance	1
		coach	2
Faculty	30	staff	9
Public	13	common	2
		general	5
		political	1
		national	6
		known	1
		published	1
		free	1
Develop	15	development	10
		grow	5
		cause	1
		produce	2

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Location	43	situation	2
Place	10	locale	2
		site	1
		position	107
		post	30
		stand	1
		environment	4
		orientation	1
		locate	5
		relocate	11
		root	1
		establish	3
		niche	1
National	6	country	11
		state	64
Geographic	17		
Area	29		
home	13	residence	1
Region	12	regional	6
		quarter	1
		district	2
		department	3
		local	10
		parochial	3
Residency	7		
Move	48	influence	10
		act	4
Career	38	profession	31
		progress	3
		success	7
		history	2
Professional	27	vocation	4
		occupation	1
		sham	2

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Employee	1	employer	6
		employ	123
		use	9
		occupy	1
		utilize	3
		hire	5
Sabbatical	10		
People	24		
Pay	8	salary	10
		stipend	2
		fee	8
		money	2
Level	56	equal	2
Decison	7	resolution	1
		finding	2
Minority	6	few	7
Experience	60	know	13
		have	132
		see	59
		meet	3
		enjoy	2
		realize	2
		understand	7
Success	7	advance	32
		advancement	22
		progress	3
		luck	2
		accomplishment	1
		advantage	4
		win	1
		master	13
		distance	5
		surpass	1
		fortunate	1
Opportunity	19	opening	3
		chance	6
Work	121	job	59
		task	1

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Position	107	positions	41
		situation	2
		point	6
		post	30
		rank	4
		status	2
Promotion	18	enhancement	1
		graduation	5
		modify	1
		classification	1
		grade	1
Desire	9	wish	9
		want	13
		need	36
		love	5
		aspire	4
Leave	16	quit	4
		deliver	1
		depart	3
Administration	59	administrator	76
		administrative	49
		government	1
		rule	2
		control	1
		give	14
Management	6	manage	9
		manager	3
		direction	1
		executive	2
		superintendent	2
		director	3
Presidency	8	presidencies	5
		chief	2
		head	1
		dean	33
		chairman	1
		principal	1
Responsibilities	7	duties	3
Doctoral	149	learned	2

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Doctorate	157		
Program	90		
Ph.D	58		
Ed.D.	24		
M.S.	1		
Student	27	students	15
		scholar	1
Prepare	27	provide	17
		anticipate	1
		plan	21
		train	13
		educat*	113
		arrange	1
		ready	4
		anticipate	1
Helped	7	served	5
		employed	30
		assisted	1
		better	9
		improve	2
Discipline	18	practice	2
Degree	118	rank	4
		class	8
		order	9
		mark	6
		strength	2
		division	7
		range	1
		extent	1
Studies	28	research	16
		library	2
		consideration	6
		course	31
Associate	7	unite	1
		connect	5
		relate	15
		friend	2
		colleague	3

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Emphasis	12	stress	1
		affirm	2
		important	27
Knowledge	5	ken	2
		perception	1
		science	4
		theory	1
		learning	2
		reading	1
		information	3
		skill	10
		instruction	6
Respect	10	regard	4
Credential	5		
Quality	9	attribute	1
		characteristic	1
Connection	4	tie	3
		link	1
		combination	1
		associate	7
		relation	36
		correlation	5
		similar	4
		agree	1
Significant	11	meaningful	1
		important	27
		reputation	4
Relationship	34	concern	3
		affiliation	1
Choice	17	option	4
		selection	4
		discrimination	2
		decision	7
		alternative	1
Need	43	necessity	1
		requirement	9
		want	13
		lack	8
Primarily	7	originally	2
		immediately	6

<u>Primary Term</u>	<u>Frequency</u>	<u>Thesaurus</u>	<u>Frequency</u>
Gender	1	sex	2
		male	3
		female	5
		men	3
		women	11
Husband	6	wife	2
		spouse	5
Family	19	children	2
		group	3